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ABSTRACT

This manual compiles information on affecting public policy related to child care services. It is intended as a basic guide to political action for child care advocates. Information needs of legislators, guidelines for lobbying, basic legislative terminology, political action principles, tips on testifying and suggested strategies for statewide coalition building are among the topics discussed. A list of national organizations concerned with child care issues is included. (Author/RH)

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HOW TO INFLUENCE PUBLIC POLICY

AN ACTION GUIDE FOR CHILD CARE ADVOCATES

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PREFACE

The most important element of participatory government is the right and the ability of the individual to affect the establishment and moderation of public policy. For those of us who are parents or who work in the field of child care, the need to affect public policy has become critical.

Until recently there was a basic assumption in this country that, "If it's for children, anyone will vote for it." However, those of us who are working in the field of children's services know that this is not the case. More and more programs for children are in jeopardy, or at minimum, the object of a great deal of controversy. During the past year, heated debate has taken place on the national level re: whether the federal government should be in the business of setting minimum standards for child care programs which they fund. Many would like to eliminate the FIDCR (Federal Interagency Day Care Requirements).

On the other hand, the public education system (esp. the teachers unions) are becoming extremely interested in the federal government establishing universal pre-school programs under the auspices of the public schools. However, equally strong arguments are being made against any federal or state funding and/or support of child care programs. The proponents of this argument feel that raising children is the responsibility of the family and federally funded programs will only serve to undermine this influence.

In the meantime, many children and families who need good quality child care and other children's services are being served less than adequately. Others are not being served at all. Therefore, it is crucial for child care advocates — staff, parents, interested individuals — who understand the problems and the needs (and further, who believe that child care is a supportive service for families), to become involved in influencing public policy relating to these services.

One of the most crucial problems, however, is that many of us are ignorant of even the basic elements of our democratic processes. Bits and pieces about these processes often appear in newsletters, legislative alerts, etc. Rarely though, are they combined into a handbook which can be readily available and useful to both staff and parents. This action manual is an attempt to do just that — to compile various pieces of information on effectively impacting public policy. Some of the processes (e.g., how a bill becomes a law) will vary somewhat from state-to-state, but the basics are the same. Specifics can be checked with local legislators or your League of Women Voters.

This handbook will not answer all of your questions; it is a basic guide — a compilation of basic information. Those who desire to go beyond will find the Bibliography helpful.

My sincere thanks go to the following people for their permission to utilize their material:

Ms. Gwen Morgan — Vice President, Day Care and Child Development Council of America

Mr. Marinus Heymering, Jr. — Director, Otter Valley Day Care Center and editor, **Child Advocate Reports**

Dr. Edgar Klugman — Director, Continuing Education Division, Wheelock College

In addition, I would like to thank Ms. Anna Ashley who prepared this manuscript for printing.

Patricia A. Jewett
April 1976

POLITICAL ACTION NEEDS YOU [1]

by Edgar Klugman

The announcement in a meeting that "we will now hear the report of the chairman of the legislative committee". usually brings a reaction of DEAD SILENCE and BOREDOM!

As far as the teachers, parents and children of our society are concerned, this situation is representative of a larger situation and contains elements of real tragedy. Constructive action on behalf of children, which is neither translated into legislative terms nor receiving of legislative supports, has a very small chance of achieving successful maturity.

It is becoming increasingly essential that what happens with and for children, their parents and their communities, be translated into legislative terms and receive the strong support of legislators and of humane laws and regulations. Historically in this country, efforts to improve the condition of any group have needed to be translated into legislative terms, or they stand in urgent need of such translation.

When people want better facilities for children, or perhaps such specifics as change in the teacher-child ratio in a school or class, it means a change in the institutional way of responding. And this requires changes in existing laws and/or regulations. Of course, a regulation in force today must not be allowed to mean a regulation necessarily in force forever. As we work together, we can find ways of helping institutions to become more responsive to the current needs of people, rather than blindly serving the possibly obsolete needs of the past.

Unfortunately the need for evaluation and the effecting of social change is too frequently associated in our minds with the traditional concept of the politician as a negative user of power. Yet the politician is Your Representative! Not Yours alone, but Ours together! WE elected him. He is a human being with feelings, hopes and aspirations, just like you and me.

Have you invited your Representative to your Head Start Center, Nursery School, Day Care Center or college classroom? Have you ever discussed with him what you see as the priorities for children in Your neighborhood? I mean face-to-face conversation about YOUR concerns. Have you ever asked your Representative how he personally feels about the services available to the children in your neighborhood, town, city, or our country as a whole, and how you might be able to work together to improve them?

DON'T STOP THERE

A one time "chat" does not keep him informed! He needs an ON-GOING dialog with you and with other concerned people.

YOU HAVE very specialized information which is not easily or frequently accessible to your Representative, and he may be eager to know your view about:

What kind of planning will help to provide the best possible infant program?

What do mothers really want and expect from a day care center?

What is an adequate salary for a teacher?

What does it cost to run a good day care program?

What are the child care programs currently available in your area?

Where can one see a program in operation? (Make sure that your Representative would be welcome to visit.)

What are Head Start; Home Start; Family Day Care; Follow-Through; Parent and Child Centers and Child Advocacy programs all about?

Unless he is allowed to share some of your specialized knowledge, your Representative cannot speak with conviction about the priorities, the programs and the needed legislation which you would like him to initiate or support on behalf of children.

Yes, it does take time and effort! Lots of both! Remember you didn't discover everything you know about children and good child care programs in one fell swoop. So plan to take the necessary time and inform your Representative fully.

"DO-IT YOURSELF LOBBYING" [2]

I am sure you can think of many good ways of informing your Representative about your concerns. However, here are some "DO-IT YOURSELF" suggestions to be an effective lobbyist.

(1) Get to know your state Representatives and state Senator...They are great sources of information on where to go in state government for help, and on how to improve your lobbying efforts. If they know you, and you know them, they can help you get information about bills and hearings, and answer your questions about the legislative process. Don't hesitate to ask them for help...that's part of their job. It can save you time and improve your effectiveness.

(2) Work with the leadership. people in positions of power and influence from the governor's office to the leaders of the legislature are generally essential to have with you, or at least, not against you. And don't forget that they do respond to pressure and to a good case if you can make one.

[1] BAEYC REPORTS, Vol. XIV, No. 4 April 1973, pp. 109-117.

[2] Prepared by Dolores Mitchell, Office of Model Cities Program, Mass. Dept. of Community Affairs, 141 Milk Street, Boston, Mass. 02109.

These leaders and how to reach them:

Governor. . . If you don't know him, or anyone who knows him or someone on his staff, don't forget that direct appeals to his office by phone, by letter, by telegram are still valuable. Don't neglect the use of intermediaries. Your Representative, your Mayor, a local businessman may run interference for you.

House Speaker . . . Use the same approach as above. And don't forget that letters to the newspapers calling on the leadership to do something are effective.

Senate President . . . Ditto. And in the case of all three, don't forget that even if one of you can't get an appointment to see them, a group of you, working together almost certainly can. Don't waste that kind of effort on minor matters, and when you go, go well-prepared, but GO.

Ways and Means . . . Senate Chairman and House Chairman. These are Very Important People. Programs without funds are not programs. These committees do not operate in the public eye. They rarely have public hearings. Senate Ways and Means is frequently the shelf on which legislative proposals sit and gather dust. A personal contact with either the chairman or a staff member is best, and a contact through one of the members is also useful. Be sure you know who all the members are.

Chairmen . . . These are people who have a lot to say about which bills die a quick death and which ones get a real chance. There are co-chairmen for each committee — one from the House and one from the Senate. Find out who they are, and also which committees your own local reps are on. Then use that information. A member of a committee is a better advocate than a non-member.

(3) Lobbying Techniques . . . Everything mentioned in point 2 above is lobbying. So is everything listed below: Personal visits . . . Very effective. Go alone, or go in groups to show your strength. Know your subject.

Telephone calls . . . Also effective. Call your rep in his State House Office as a first choice. Call the House or Senate lobby (listed in the phone book) and have him paged. That's second best. Leave word for him to call you back. That's third. Leave the message with an aide. That's better than nothing. Oh, yes, you can call him at home, but use sparingly, since even legislators are entitled to some privacy.

Letters . . . can be very effective, particularly if many people write. Be sure to make clear what you want him to do, and don't use form letters or post cards unless you can't convince someone to do anything more.

Support of other groups . . . Very effective. Demonstrating broad public support can strengthen your position.

Newspapers, radio, and TV Editorials . . . Very effective. Try to get acquainted with the writers who prepare these. You can often suggest an article or feature on the issue you care about. Write letters to your local papers in advance of important votes calling attention to the issues.

(4) Great moments in (legislative) History . . . The key points in the process and what you can do about them are listed below:

Filing a bill . . . Without a strong supporter in the legislature, your chances are slim, so get a legislator to file who cares about the bill.

The public hearing . . . It's the tip of the iceberg, but it is important. Get the people to attend it. Get testimony prepared, preferably in writing and preferably with enough copies for the press. Get lobbying of more committee members started before the hearing if time permits.

The Committee report . . . to the House or Senate is **crucial**. A negative (Ought not to Pass) report is hard to overturn. A friend on the committee or on the committee staff can help you and keep you informed about progress. Don't be afraid to ask. You have the right.

Ways and Means . . . Most bills go there, although many should not. Getting them out is sometimes a problem. Here is where the hints on leadership come in.

Floor action . . . You don't have much advance notice as a rule, although this has improved somewhat.

Governor's Signature . . . Remember that the Governor can veto a bill or send it back for amendments.

A note of caution: There's nothing wrong with putting on pressure, and you don't have to be hesitant about it either, but coming on like gangbusters is not always the best approach.

AND MORE!!!!!

There are still other ways of helping your Representative to understand the issues. As previously mentioned, you can facilitate his guided visit to one or more programs for children.

As the saying goes "one picture is worth a thousand words". Be sure that you "take" rather than "send" your Representative on these visits.

Of course, inviting or actually taking your Representative along to meetings which focus on the issues is another way. Too often we think of the politician only as a program participant, rather than as an occasional interested guest. Don't forget he **can** also be a program participant who may welcome the opportunity to state his own views.

If your desk is buried under heaps and piles of papers, as mine is, you know what a project it can be to bring the essence of a problem into clear focus. Yet, you **can** do it! Become the "selective clipping bureau" for your representative. It takes only a few extra minutes to clip that article out of the local paper or the professional journal and send it. A little note focusing the main point(s) alerts him both to the issue(s) and to your personal concern.

"GUT LEVEL INFORMING, GETS TO YOU, BUT FAST"

A mother whose child is affected by a piece of new legislation (or lack of it!) talks from the heart. She knows what it really means, her day's work curtailed or a child well cared for in a center. In other words, who is most effected by a prospective change? These are the people who frequently can tell it "the way it is"! Get to them and help them communicate with their representatives.

SO YOU THOUGHT YOU SHOULD DO ALL THE INFORMING?

Ridiculous, you CAN'T do it ALL alone! There are others, perhaps sitting in your own back yard. They are the ones you hear everyday, saying:

"They won't listen to me!"
"I am powerless! Look at all the politicians and red tape!"
"What do you expect from the system?"
"Me, important? Go on! I am alone, an unimportant voice."

And you can add your list of comments from the youth, the middle-aged and the old! We all feel overwhelmed when we confront the task of representing and speaking out on behalf of the last major group of disenfranchised citizens of our country, those between birth and eighteen years of age.

What we need to do is evaluate the various jobs that need doing and determine who can best and most efficiently attend to them. Certainly information of the neighborhood about children and their specific needs can be gathered and disseminated best by concerned neighborhood people. But . . . (and this is where we frequently fail,) they must know why the information is needed and how it is to be used. And, at a later point, they require feedback from you about what they have helped to accomplish. The information must be open, accessible and manned by those who are concerned.

Unfortunately, the process of legislation is thought to occur only during the period that the legislature meets in session. Yet, legislation is hard work which requires sustained effort during other times, as well. Intermediate steps or partial successes which are achieved need to be understood as points of real accomplishment. When success is unduly delayed or only partial, frustration sets in.

And yet, lulls and pauses provide the opportunity to re-group, rethink, and re-evaluate our strategies. The despair and discouragement which frequently accompanies blocks in efforts toward "utopian programs," needs to be seen in perspective.

All of us who have invested ourselves in an effort, must realize the likelihood of incomplete success and of delay. The time when we feel most discouraged, is the most appropriate time to review our achievements. Remember, no one ever gets everything he wants!

It is during these lulls, when the pressure of crises momentarily subsides, that the power of objective informing (instead of emotional, heated informing) should play an important part. Broad-based informing of the community can occur then. Radio talk show, T.V. programs, films, visits, articles in the press, posters in the supermarket, displays in store windows and "flyers" on good child care programs, can contribute toward objective informing. It is at this time of "lull" that the elected representatives can be engaged in dialogue.

Look around you, at Nader's Raiders, the Common Cause, the Urban Coalition, the Betty Furnesses and the many locally established groups which are influencing public opinion. Add to these the established groups concerned with bettering the human condition such as the League of Women Voters, the Congress of Parents and Teachers, the Day Care and Child Development Council of America and the American Association of University Women, among many others and you have an aggregate of strength which can achieve wonders if they work together on behalf of children.

POLITICAL ACTION NEEDS YOU!

However, organizations alone cannot do the job. Concerned individuals and community groups are the essential ingredient. Let's get together, pool our strength, our know-how and our concern. Let's reach out together to inform and influence our legislators.

GLOSSARY OF TERMS

I. **Basic Legislative Terminology**[1]

A. **Appropriation** — an amount of money provided by Congress to implement a law.

[1] **Directory for the Child Care Advocate**, Day Care and Child Development Council of America, pp. 39-41.

B. **Authorization** — an amount of money which Congress sets as the upper limit for implementing a law. The amount **authorized** is not necessarily the amount actually **appropriated** (provided).

C. **Bill** — a proposed law which has been introduced into one or both Houses of Congress.

D. **Conference Committee** — A committee composed of some Senators and some Representatives which is appointed to resolve differences between similar but not identical bills passed by both Houses of Congress.

E. **Congress** — National Legislative Body consisting of two Houses — the House of Representatives and the Senate.

F. **House of Representatives** — Consists of 435 Representatives elected by districts within each state every two years. Number of Representatives is based on population. Every state has at least one Representative; every person has exactly one Representative.

G. **Law** — A rule, Act, or bill agreed to (passed) by both Houses of Congress and (usually) approved (signed) by the President. Laws may also be enacted without the President's approval. If a President vetoes a bill, the bill may still become a law if two-thirds of the members of each House of Congress approve the bill (override the veto).

H. **Legislative Committee** — (and Sub-Committee) — a group of Senators or Representatives who respectively have been designated with the responsibility for considering legislation in designated subject areas.

I. **Lobby** — A group which supports or opposes a bill. (To lobby — to press support for or against a bill.)

J. **Regulations** — Rules having the force of law which are published by a department or agency to carry out or to define the provisions of a law.

K. **Senate** — Consists of 100 Senators, each elected on a state-wide basis for a six-year term. Every state has two Senators; every person in the state is represented by both Senators.

L. **State Plan** — What each state must submit to the federal government in order to be eligible for reimbursement under Title XIX, (for health services), Title XX (for Social Services) or Title VI-B (for funds from the Bureau of Education for the Handicapped).

M. **Title** — A section of a bill.

II. Governmental Units

A. The governing of our country is vested in three basic branches found both at the national level and at the state level. No one branch of the government has all the power. There are checks and balances at each level and through a clearly spelled out system one branch can override the decision of another branch.

1. **Executive Branch** — Nationally, the Office of the President; statewide, the Office of the Governor.

2. **Legislative Branch** — Houses of Congress (House of Representatives and the Senate). Some states have only one house and thus their systems will vary somewhat from those described here.

3. **Judicial Branch** — Court systems; Supreme Court is the highest court in the nation.

B. **Major Governmental Agencies with Funds Relating to Programs for Children**

1. **Department of Agriculture [DOA]** — administers funds for various agricultural programs including funds appropriated under the National School Lunch and Child Nutrition Act of 1975 (H.R. 4222) which includes child care & school nutrition programs and WIC (Women, Infants and Children).

2. **Department of Health, Education and Welfare [DHEW]** — major governmental unit dealing with human service program administration. In 1977, HEW underwent a major re-organization effecting children's services. Social and Rehabilitative Services (SRS) which formally administered Title IV-B (Child Welfare), Title XIX (Medicaid and E.P.S.D.T.), and Title XX (Social Services) was abolished. Title IV-B and Title XX were transferred to a newly re-organized Office of Human Development Services (OHDS) and Title XIX was transferred to a new office in the Social Security Administration (SSA) entitled, Health Care Finance Administration (HCFA). Major agencies within the Department are:

a. **Office of Education [OE]** — administers public funds for education including funds for Follow-Through and funds appropriated under the Elementary and Secondary Education Act and the Education of the Handicapped Act.

1. **Bureau for the Education of the Handicapped [BEH]** — funds a wide variety of programs for the handicapped including training, research and demonstration, etc. A number of model early childhood programs for the handicapped, popularly known as the First Chance Network are

funded under the Division of Innovation and Development.

b. **Office of Human Development Services [OHDS]** — under the new re-organization there are presently five units: Administration on Aging (AOA), Administration for Children, Youth, and Families (ACYF), Administration of Handicapped Individuals (OHI), Administration for Native Americans (ANA), and Administration for Public Services (PSA).

1. **Administration for Children, Youth, and Families [ACYF]** — currently still being re-organized. Present plans call for three Associate Commissioners:

* Associate Commissioner for Planning, Research, and Evaluation

* Associate Commissioner for Developmental Services (this division will include both Head Start and Day Care)

* Associate Commissioner for Services for Children and Youth (this division will include the Children's Bureau, the Youth Bureau, Title IV-B Child Welfare and Child Abuse & Neglect)

c. **Public Health Service [PHS]** — administer public health and mental health programs (previously known as Health Service and Mental Health Administration)

1. **Office of Maternal and Child Health [MCH]** — administers health programs for children including material and child health and crippled children's services.

d. **Social Security Administration [SSA]** — administers regular social security programs and some health care programs.

1. **Health Care Finance Administration [HCFA]** — under the reorganization has responsibility for administering Medicaid, E.P.S.D.T., and SSI.

3. **Department of Labor [DOL]** — has responsibility for the administration of manpower training programs. In the past these programs have been known under such names as Operation Mainstream, Neighborhood Youth Corps, New Careers, etc. Now most manpower programs are combined under one Act known as CETA (Comprehensive Employment and Training Act).

4. **Department of Housing and Urban Development [DHUD]** — in the past has administered such programs as Urban Renewal and Model Cities. Presently is administering funds under the Community Development Act.

III. **Major Titles and Programs Providing Funding for Child Care Programs**

A. **Child Abuse and Prevention Act of 1974** — current appropriation is $25 million for FY '79. Monies are utilized primarily for research, demonstration and training projects.

B. **Community Development Act of 1974** — funds provided in block grants to local communities which will replace such categorical grants as Model Cities, Urban Renewal and Neighborhood Development programs. Up to 20% of these funds can be utilized for social services and some programs have received funds for day care programs under this Act. It is also possible to utilize these funds for acquisition, construction, rehabilitation, and relocation costs of neighborhood facilities. Day Care Centers are included in this provision.

C. **Comprehensive Child and Family Services Act** — previously known as the Comprehensive Child Development Act of 1971 which was vetoed by President Nixon; this bill was introduced in 1974 and again in 1975. It provided for a broad range of services (full-day, half-day, after school care, health services, social services, etc.) including extensive parental involvement in policy-making. This Bill was never reported out of Committee due to a move by the American Federation of Teachers to make the public school the primary administering agency for programs funded under this Act, and a national campaign designed to defeat the Act which mistakingly claimed that these programs would take away parental responsibility for raising children. Senator Alan Cranston has replaced Mondale as Chairperson of the Senate Sub-Committee on Child and Human Development. He is currently considering introducing a new Bill.

D. **Comprehensive Employment and Training Act of 1973 [CETA]** — this Act appropriates funds to provide low-income, unemployed or underemployed persons with the training and assistance they need to compete for, secure and hold onto jobs "challenging their fullest capabilities." Child care programs may employ staff for their programs, paid for by CETA funds under Title VI of this Act. Under Title I, child care services may be purchased as a support service for CETA recruited trainees and employees.

E. **Developmental Disabilities Services and Facilities Act** — main goal is to get all available services and resources to developmentally disabled (defined as mental retardation, epilepsy, cerebral palsy, autism, and severely learning disabled) individuals. This includes money for services for young children with developmental disabilities.

F. **Follow-Through** — a program administered by the Office of Education and local school districts as

a "follow-through" from Head Start into the public school system. This is a demonstration program designed to bring the concept of "comprehensiveness" of early childhood programs such as Head Start into the public school system.

G. **Handicapped Children's Early Education Program [HCEEP]** — better known as the First Chance Network. This network consists of about 150 programs across the country which have been funded to develop models for providing services to handicapped children five years of age and under.

H. **Head Start Economic Opportunity and Community Partnership Act of 1974** — passed in 1974 to replace the Economic Opportunity Act of 1965. It replaced the Office of Economic Opportunity with the Community Services Administration (CSA) and extended the Head Start program until October 1978.

1. **Head Start** — a comprehensive child development program for children ages 3-5, 90% of whom must be from low-income families. It combines education, health services (medical, dental, mental health and nutrition), social services, parent involvement, and career development in a combined coordinated approach toward serving the child and his family. In a 1972 amendment, Head Start programs must reserve 10% of their spaces for children who are handicapped. In 1978 Head Start programs received the first major expansion of children in ten years.

I. **P.L. 94-142** — passed in 1976 and administered by BEH; commonly referred to as the Education for All Handicapped Children Act, or a Bill of Rights for Handicapped Children. This law requires that all states with a mandatory special education law fully implement that law by October 1, 1978, if they wish to continue receiving federal funds for handicapped children. If the mandatory law includes children from 3-5, this piece must be fully implemented also. Pre-school handicapped children are a high priority under this law and incentive monies are authorized for states who serve pre-school children. The law also calls for children to be served in "the least restrictive environment."

J. **Social Security Act** — appropriates funds for support services to low income people, welfare recipients, disabled persons, etc.

1. **Aid to Families with Dependent Children [AFDC]** — provides financial assistance to low-income families with children.

2. **Title XIX [Medicaid]** — provides funds to low-income families and welfare recipients for medical and dental services. One large component of this Act is known as E.P.S.D.T. (Early, Periodic, Screening, Diagnosis and Treatment) which provides for early and periodic screening, diagnosis and treatment of health problems to all persons from birth to age 21, eligible for Medicaid. These services are directed especially to children from birth to age five (5). Proposed legislation would change the EPSDT program to CHAP (Child Health Assessment Program).

3. **Title XX** — provides supportive services, including day care, to low-income families. Present legislation requires that all federally funded child care programs meet the Federal Interagency Day Care Requirements (FIDCR), except for the child/staff ratios which have been suspended until October 1, 1978, while HEW studies the "appropriateness" of the FIDCR. The Appropriateness Report was due to Congress on April 1, 1978. Two hundred million dollars has been appropriated annually since 1976 to provide funds for day care programs to hire additional staff to meet the FIDCR child/staff ratios.

4. **Work Incentive Program [WIN]** — a work-training program for families receiving AFDC funds; day care services may be purchased to support parents who are enrolled in work or training programs under WIN.

K. **Special Food Service Program** — funds appropriated under the School Lunch and Child Nutrition Act of 1975 to provide food reimbursement to Head Start and day care programs for breakfast, snack and hot lunch programs. These funds are administered at the national level by the Department of Agriculture and by the Department of Education at the state level.

L. **Title I of the Elementary and Secondary Education Act [ESEA]** — provides funds to local school districts for special service to disadvantaged children; many school districts have funded preschool programs with Title I funds. Title I authorization is due for renewal in 1978.

POLITICAL ACTION FOR CHILDREN
12 PRINCIPLES

by Gwen Morgan[1]

1. **DON'T LET YOUR OPPOSITION CAPTURE THE FLAG.** Or motherhood. Or good government. Or the family. You stand on that firm ground, and don't let your opponents move you off it. For example, we all know that many others need child care so that they can work outside the home. If you start arguing loudly that day care or child development programs are only for the child, you have abdicated that central position. You care about mothers who need to work, and you care about children, too. You don't want anybody forcing mothers to work, but you have to be clear that you care about the working mothers.

2. **TUNE IN ON ALL THE NATIONAL ISSUES** and make sure your solution fits in with what other reformers are working for. We often haven't been tuned in; we have only talked to ourselves. That narrow approach will doom us to failure. While we were talking about child care, important other reform groups have been discussing revenue sharing, accountability of governments, decentralization and matters which may seem irrelevant to child care interest, but are not. If your proposed solutions are not consistent with other interests, they will oppose us. One good example is the fact that for at least ten years, planners have been trying to create some way of having all agencies use the same geographical areas so that they can relate to the same client groups. This is an important reform and will help us all when we find the operations of all the agencies in the same location, gathering information about the same people. Yet the child development bill of 1971 completely ignored this issue.

3. **CHANGE CANNOT BE ACCOMPLISHED ALL AT ONCE.** On the few ocasions on which it appears that some massive change has taken place overnight, there is usually a later, disastrous reaction which swings the pendulum even farther in the wrong direction. Even if we decide here and now to arm ourselves and overthrow the government, and even if we succeed, we **still** will not get a perfect child care bill out of it. The only way to get a perfect child care bill would be to annihilate everybody on the face of the earth except yourself and one child, and then you write your child care bill for him. Even then, he'll grow up and challenge it.

4. **DON'T ONLY WORK WITH THE PEOPLE YOU LIKE.** If you do, you will have a great time, and you will experience a wonderful feeling of community. You will all talk the same language and love each other and you will get a warm feeling in your tummy. With tears of joy, you will be quoting Shakespeare, "we few! We happy few! We bank of brothers!" as you go down to defeat. A happy few will win no elections and will pass no child care legislation.

5. **DON'T BE USED FOR POLITICAL PURPOSES.** It has to be understood that the perspective of your legislators is different from your perspective. You see the community and the need and the best way in which the services should be delivered. He sees the political parties, the committee assignments, and the power trade-offs. The two interests are not always compatible.

He will always try to involve you in his battles. That's natural, and if you can help him, you should, because he needs help in his terms if he is to stay there and accomplish things. But when his interests begin to diverge from your interests you have to let him know that he's there to fight your battles, not to involve you in his.

6. **THE BUDGET BATTLE IS A DIFFERENT BATTLE FROM THE BILL BATTLE.** Every year thousands of well meaning citizens work to get millions of words of rhetoric passed into state and national law. They troop up in droves to testify before education committees and social welfare committees, while, meanwhile, down in the ways and means committees and the finance committees, no funds are allocated. These well meaning souls never understood why nothing ever comes of their hard work.

There is one single most important bill before any level of government each year, and that is the budget. All policy is made, all programs are created or not created, by action taken in the budget. If you want to effect change, you have to learn how your change is translated into budget language in which line items . . . and protect those line items.

This budget battle is one we have to fight every year. The bill battle is another matter and a less important arena. Sometimes it is good strategy to pass your bill without much money. The battle is less, and then you can fight the other battle separately, and fight it again each year.

7. **GOOD GOVERNMENT IS NOT A POPULAR ISSUE.** Clearly it is very poor government to have so many fragmented programs. The truth is that the Congress is not interested in, or knowledgeable about, administration. No one is marching in the street waving banners for good government. Private industry has not been enlisted to express its outrage over this problem. Congressmen find it more satisfying and politically rewarding to be the fathers

[1] **Voice for Children**, Volume 8, No. 2; February 1975; pp. 10-11.

of pet programs. The trouble is that if they are fathers, the programs remain children, unable to operate without excessive federal control and isolation, and unable to deal with their own community except on a competitive basis.

8. **GET THE FACTS IF YOU CAN, BUT DON'T BE PUSHED AROUND.** All the facts you can get your hands on to strengthen what you are trying to say will help you immensely. Your legislators need these facts in order to help you accomplish the action you want. You should try hard to get what you can, and keep feeding them factual material. But a common tactic of a recalcitrant legislator under fire is to demand facts from you. Recognize this for a tactic and don't let him get away with it. Your response should be indignation, something like: "Do you mean to say that you intend to vote for (or against) this measure and you don't even have any basic facts to justify your vote? I elected you to represent me and I expect you to know what you're doing. If you can't give me the factual basis for your intended vote by such and such time, I am going to let the press know that you don't have any facts." This is cruel and unfair treatment of legislators, but they deserve it if they use this tactic on parents and citizens who have no way of getting what they are asked to get. Fight back when unfair tactics are used; don't slink away and feel guilty.

9. In order to get any information, you will have to go to some agency. You will also find that a lot of your political action ends up directed at some agency, since it is administrative change you may need. Therefore, you need to know how to bring about change from people who work in the establishment.

THE CARE AND FEEDING OF A FRIEND IN THE ESTABLISHMENT. You will need a friend in the agency. The first lesson is to avoid seeing all bureaucrats as the same, as "the government" or even more specifically, "the Department." There are good guys and bad guys in a number of agencies for your purposes. Just as you are trying to bring about change, there is probably somebody inside this agency who is also trying to change it, and who will be sympathetic to you. You need such a friend, to give you information and let you know what's about to happen so you can help him head it off. Your first step is to identify such a change agent.

Next you try to link him up with others in other agencies who are also trying to bring about change. They can help each other and help you, and you can help them.

Support his position in his agency. Sometimes this is done by praising him. Just as often you can support him by attacking him because he hasn't done something, which in reality he wanted to do, but was prevented by pressure from above. Your attack can give him the basis to say he was right in the agency. But you should let him know if you are going to help him by attacking him; otherwise he may not respond well and take advantage of the attack.

Never trust him. That's a hard thing to say, but in truth he has to make his decisions each day whether to stay in the agency and try to change it or join you on the outside. He may have to lose your battle, even though he thought he could win it, and if his strategy is to stay around to fight the next battle he may let you know. You can't trust him completely.

On the other hand you have to love him. Think of the spot he's in. You can't trust him because he's in the agency; and the agency can't trust him because he's trying to change it. He needs friends. Give him lots of love. He deserves it.

HOW TO DEAL WITH THE AGENCY PERSON WHO IS RESISTING CHANGE. The usual confrontations and accusations are a valid technique for change but not the only techniques. There are others.

You can back him into a corner. You do this by any kind of pressure you can think of — a document released to the press identifying a problem; anything to get him into a position in which he has to say something. As soon as he says something, however vague and unspecific, you hold him to his rhetoric for the next ten years. You quote him to the press with approval. If he identifies the source of the problem as somewhere else, you attack the problem over there on his behalf. You remove the obstacles that he identifies. Then you happily bring the solution back to him and let him and the press know that he is now going to be able to do what he said he wanted to do. Portray him as on the threshold of becoming your leader and hero. You'll be surprised how often he can't stand up to this approval if you are relentless about it.

Always follow through. If he said he was going to appoint a committee to study the matter, keep calling to find out who is on the committee, how often they are meeting, are the meetings open, when is their report coming out. Make sure the report recommends some kind of action, and keep pushing to see that the action is taken. If you never drop the ball, you will grind him down.

10. **DON'T HAVE PRECONCEIVED IDEAS.** Your opponent on one issue may turn out to be your friend on another issue. Each time you need something changed, think through again what individuals and what agencies are likely to feel the way you do about it.

11. **NEVER FORGET YOU'RE IN POLITICS.** If you run a day care program, you'd rather deal with the children than politics, but until we get a national

commitment to a sensible funding of our day care programs, you are in politics.

It's a very personal business. Invite your state legislator, your national congressman, your city councilor to visit your program. Get his picture taken with the children. Find out if his wife is interested; she's usually more on your wave length than he is. Arrange day care field trips to his office.

12. **REWARD YOUR FRIEND THE LEGISLATOR.** Legislators have to get elected. If a legislator has worked on behalf of children, make sure the public knows about it. Write him letters of thanks, and send copies to the press. At public meetings, remember to mention his name and call attention to his interest.

All of the political principles listed above are constructive in the sense that they bring pressure on the system to keep it honest. This is not exploiting the traditional personal power game, the manipulation of information and jobs. Such an approach only supports the system as it is. These are principles for change.

THE LEGISLATIVE PROCESS[1]

by Marinus Heymering, Jr.[2]

In Vermont, legislation can only be introduced by a legislator (State Senator or Representative) or by a legislative committee. However, legislators can and do sponsor legislation proposed by private persons or groups.

When a legislator decides to introduce a bill, he/she first decides exactly what the bill should accomplish if it were to be enacted into law, writes the bill in language that seems to accomplish that purpose, then takes the bill to the Legislative Council where draftsmen rewrite the bill so that it is in proper form and legally accurate. (The Legislative Council is also responsible for printing the bill as it will be introduced, and for seeing that each legislator gets a copy of the bill when it is introduced).

When a new bill is introduced on the floor of the House (or Senate), it is read for the first time (by title and subject) and then referred by the Speaker (or President) to an appropriate committee where it will be studied. The Sponsor of the bill, and anyone else who wishes to comment on the bill, may appear before the committee and present their view regarding the merits of the bill under consideration.

The committee may decide that the bill should pass, that the bill should be amended and then should pass, or that the bill should not pass. If the committee should take no action on the bill, the bill would die.

When the committee reports the bill to the floor, it does so with its recommendations as to what action the full House (Senate) should take. The bill is read a second time, and a vote must be taken to decide whether or not the bill should be read a third time. This is the opportunity for members of the full House (or Senate) to debate the merits of the bill. If the vote decides that the bill should not be read a third time (either as written, or after it is amended) another vote will be taken the following day, and the bill almost always passes.

More than one committee may get an opportunity to study a bill. Any bill that would spend any money must be considered by the Appropriations Committee, in addition to any other committee which may have studied it; and any bill that concerns the raising of revenues for the State must also be considered by the Ways & Means Committee (Senate Finance Committee). Also, at the time of the second reading, the House (Senate) may decide to send the bill back to committee or to send it to another committee for consideration, rather than voting on the bill at that time.

In the House there is a special rule for bills that have been reported out of committee with the recommendation that it not pass, provided that the recommendation was by at least a two-thirds majority of the committee. Under this special rule (Rule 34), the bill will not be acted on by the full House, and will therefore die, unless at least 30 members of the House present a petition to the Clerk of the House requesting that the bill be brought up for its second reading.

Once a bill passes the House (Senate) it is then sent to the other chamber of the Legislature, where it then goes through the same process again. If either chamber allows the bill to die in committee, or votes to defeat the bill, it will not become law. If either chamber passes a bill that is different from the version passed by the other chamber, one chamber or the other must agree to adopt the version passed by the other; or they must meet in a committee of conference (three members from each

[1](Editor's Note: The process described here is for the State of Vermont. The specifics vary from state-to-state; however, the basic processes are quite similar. For the specific process for your state, consult your local chapter of the League of Women Voters).

[2]**Child Advocate Report**, Vol. II, No. 1, 2, & 3, pp. 8-9.

chamber) to agree on a compromise. If no agreement can be reached, the bill will not become a law.

When both chambers agree on a bill, and both chambers have passed the bill, it is sent to the Governor, who may sign the bill into law, or take no action, or veto the bill. If the Governor takes no action within five days, the bill automatically becomes law unless the legislature has adjourned within three days of passing the bill, in which case the bill does not become law. If the Governor vetoes the bill, it is returned to the legislature and will not become law, unless both houses of the legislature each vote to override the Governor's veto by a two-thirds majority.

The Vermont General Assembly (legislature) begins its Biennial Session in January of odd numbered years (e.g., 1975), meets for approximately 15 weeks and then adjourns until the following January. The Adjourned Session begins in January of even numbered years (e.g., 1976), meets for approximately 15 weeks and then adjourns for good.

A bill that has not been acted on during the regular session (odd numbered years) carries over into the adjourned session (even numbered years) and can be acted on then. A bill that is not acted on during the adjourned session dies. It will not become law and cannot be acted on during the following year unless a new bill is introduced.

HOW YOU CAN BE INVOLVED[1]

by Marinus Heymering, Jr.

Now that you are familiar with how bills are introduced and how they become law, here's a short guide on how you can participate.

WHEN	YOU CAN
You learn that a legislator is writing a bill.	Write to the legislator, provide information, suggestions, evaluations that relate to the content of the bill.
The bill is introduced on the floor.	Write to the sponsor of the bill, or to your own representative for a copy.
The bill is referred to a Committee for study.	Write to the committee chairman, and other members of the committee, urging them to include (exclude) the bill on their agenda. Offer evaluations and suggestions relevant to the bill. Offer to testify before the committee, or recommend someone with expertise.
The committee reports the bill to the floor for its second reading.	Write to your own representatives, informing them of your views on the bill and encourage them to speak out for you.

REPEAT THESE STEPS ABOVE WHEN THE BILL IS SENT TO THE OTHER CHAMBER OF THE LEGISLATURE.

"But I can't write a letter . . .!"

Some people who can write good letters to friends or relatives freeze up when they want to write to SOMEONE IN AUTHORITY. Others feel that a simply stated letter won't be effective, so they unleash a lot of rhetoric that only succeeds in disguising what they meant to say. Still others just don't know where to start. Here are some Rules of Thumb!

KEEP IT STRAIGHTFORWARD, SIMPLE, AND CLEAR

MAKE IT AS BRIEF AS YOU CAN, WITHOUT LEAVING ANYTHING OUT

USE YOUR OWN WORDS

Really, it's very easy. If you have an opinion to express, and you can talk, just put down on paper what it is you want to say. That's all there is to it.

In organizing the content of your letter, we suggest:

1. **Identify yourself,** who you are and why you're interested in this legislation.

2. **Refer to specific legislation** by number (e.g., S. 314) and subject matter.

3. **State your personal argument** (reasons) **for or against,** as clearly and concisely as you can.

4. **Close with your request:** tell your legislator exactly what action you want taken.

Public officials hear mostly from constituents who oppose their actions. YOU SHOULD WRITE TO YOUR LEGISLATOR WHEN HE/SHE DOES SOMETHING OF WHICH YOU APPROVE. A note of appreciation will be remembered and may get you a more favorable hearing next time.

HOW YOU CAN BE INVOLVED [II]

In addition to contacting legislators by letter, another effective way to participate in the legislative process is to contact your legislators in person.

[1] **Child Advocate Report,** Vol. II: 1, 2, & 3, pp.10-12.

WHY A PERSONAL CONTACT? Legislators like to know who their constituents are. Direct contact allows for a give-and-take exchange of information and ideas, allows new questions to be raised, and indicates a greater degree of commitment.

WHEN TO CONTACT? During an election campaign is the best time to establish a long-term communication. Next best is at the start of a legislative session, before the session begins, or as early in the session as possible. Or when a specific issue is pending. EVEN A LATE CONTACT IS BETTER THAN NO CONTACT.

WHO TO CONTACT? Contact the **sponsor** and other **supporters**; let them know that you are interested and would like to help. Contact the **opposition**; they are not always "bad guys" and often they raise important points or issues. Contact the **undecided**; this is the best chance to change minds and gain new support; they need information and personal contacts in order to help them decide.

HOW TO CONTACT? Call or write for an appointment. Have your information and materials ready beforehand. Know what you want to say; be clear and brief; let the legislator ask questions. Don't worry if you don't have all the answers — you can follow-up the contact with more information. "BE OPEN" — even if you disagree completely. Your legislator needs to make decisions based on all valid information, for and against. Be brief — if the legislator wants to extend the meeting, o.k., but don't delay unneccessarily.

AFTER THE CONTACT — FOLLOW UP! Does the legislator want more information? — a point clarified? — a position paper to use? — to be kept informed of developments? Does the legislator want you to work on a special committee? — to be available when issues arise?

ALSO, BE SURE TO SEND A "THANK YOU" LETTER FOR THE MEETING.

TIPS ON TESTIFYING[1]
by Marinus Heymering, Jr.

In addition to expressing your personal opinion on legislative matters to your legislators by letter or in person, you can also influence legislation by testifying before a legislative committee.

It is in committee that proposed laws are studied, and changes suggested. No legislator can become an expert on (or even familiar with) every piece of proposed legislation, so they rely on commitees to study each bill, and to recommend what the full body should do with the bill (pass with amendment, or not pass the bill). Almost always, legislators follow the recommendations of the committee.

Anyone can arrange to meet with a committee to provide information and opinion to help the committee to decide whether to support or oppose proposed legislation, or whether to suggest that it be amended and in what way.

In cases where it is apparent that a significant number of persons are interested in a proposed bill, a committee will often schedule a public hearing to give them an opportunity to express support or opposition and to suggest possible amendments to the bill.

In other cases, a committee may invite particular persons to meet with them to discuss the bill. But, in either case, you can request to testify, and the committee will listen to what you have to say.

If you wish to testify at a public hearing, you need only show up at the time and place of the hearing and ask to be heard. (Often there is someone with a "sign up sheet" who collects the names of persons who wish to offer testimony. The committee then hears testimony in the order that persons sign up).

If there is no public hearing scheduled, you can contact the Chairman of a committee and request that a public hearing be held. Or you can contact the Clerk of a committee and request that the committee permit you to appear before it and offer your views.

BEFORE YOU TESTIFY	AT THE HEARING
1. Know the bill number.	1. Check with the Clerk of the committee to be sure you will have an opportunity to speak.
2. Get a copy of the bill and read it through carefully so that you understand it. (You can get copies of bills from your Representative or Senator or from the Legislative Council in the State House).	2. When it is your turn, introduce yourself, state why you are there and who you are representing (if anyone). Then make your statement.

[1] **Child Advocate Report**, Vol. II: No. 5, pp. 2-3. (Adapted from an article by Jane Holliday and Brenda Bonk in The Blue Sheet, No. 1, pp. 2-3.)

3. Gather your facts, prepare your statement, and type a copy of your statement to be left with the committee.

Double-space your typed copy so it's easy to read.

Colored paper is more likely to be noticed.

Keep it brief, so it's more likely to be read.

4. Find out where and when the hearing will be held; plan to arrive 10 minutes early in case the location is changed.

3. The most effective testimony is short, clear and to the point. Give an example or two. State facts and personal experiences which you feel apply.

4. Very likely, you will be asked some questions following your statement. Make sure you understand the question, then reply simply and clearly. If you don't know the answer, say so. If you can find out the answer, offer to do so.

5. Leave a copy of your testimony with the Clerk.

REMEMBER THESE KEY WORDS

CONFIDENCE — Let the committee know by the way you present yourself that you are trustful and reliable.

COURTESY — Be polite! Legislators are people too.

CANDOR — Be honest, open, sincere and straightforward.

COOPERATION — Answer questions asked of you in the best way you can. Don't be afraid to say "I don't know." or "I wish I knew, but I don't."

THE TAX REFORM ACT OF 1976: CONSIDERATIONS FOR AFFILIATE GROUPS

In February 1977 the NAEYC Governing Board passed a motion calling for the Association to be regulated by provisions of the Tax Reform Act of 1976 which relates to public policy activities of 501 (c) (3) tax-exempt organizations. The motion as passed was stated as follows:

> NAEYC shall elect to come under the standards for lobbying activities which were enacted in the Tax Reform Act of 1976, beginning fiscal year 1977-78, and that appropriate procedures and issues of compliance within the Act be instituted, and that NAEYC's current policy regarding the Public Policy Education Program be continued until the Board's task group study of options for public policy activities is completed and new policy is adopted or current policy is reaffirmed.

Briefly, the advantages of the new law for NAEYC are:

* Specific dollar limits are set for lobbying activities.
* There are clear definitions of what constitutes "legislation" and "lobbying" and the exceptions to these definitions.
* The "substantial" test of lobbying activities under the old and existing tax law is eliminated for groups which elect to be covered by the new provisions.

The disadvantages for NAEYC are minor and are related primarily to increased detail in record keeping for public policy education activities.

As stated in the Board motion, the nature of NAEYC's public policy education activities will not be changed pending study by a Board task group.

NAEYC does not dictate the public policy activities of Affiliate Groups, nor should groups consider themselves covered by NAEYC's tax-exempt status. Each group must make its own decision about electing to remain under the present law for tax-exempt organizations or electing to be covered by the provisions of the Tax Reform Act of 1976. This decision should be made with the advice of legal counsel and should be governed by consideration of:

* The purpose of your Affiliate Group.
* The type and degree of your organization's public policy activities.
* Federal law governing public policy activity by tax-exempt organizations.
* State law governing such activities. (This is especially important because in some instances a group might be considered to be tax-exempt by federal law but a lobbying organization by local law.)

Further information about federal and state laws governing public policy related activities in your region may be obtained by writing to: Steve McCurley, National Center for Voluntary Action, Room 416, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036.

We also highly recommend that you obtain a copy of **Lobbying for 501[c][3] Organizations: New Guidelines Under the Tax Reform Act of 1976**, by Stuart Halpert. This booklet fully details considerations which must be taken into account when deciding whether to be covered under the new

law. The booklet is available for $5.00 prepaid from the National Health Council, Inc., 1740 Broadway, New York, New York 10019.

In order to further clarify the public policy related activities of NAEYC and its Affiliate Groups, legal counsel requires that Affiliate Group Presidents submit a statement describing their organizations' corporate and tax-exempt status and current public policy related activities. Copies of the form for reporting this information have been mailed to Affiliate Group Presidents.

SUGGESTED STRATEGY FOR FORMING A STATEWIDE COALITION

by Patricia A. Jewett

A. A **coalition** is an alliance of individuals and/or organizations working together to gain specified goals or mutual advantages.

B. **Purposes of Forming a Coalition**

1. To enable participating organizations to maximize their power through joint action
2. To eliminate duplication or inconsistency of efforts
3. To pool talent and resources
4. To gain and demonstrate widespread public support for a measure
5. To gain maximum publicity

C. Identify issues or specific pieces of legislation on which you wish to have an impact.

D. Identify the groups which have (or may have) an interest in the issues or legislation.

E. Call a statewide meeting for purposes of developing a strategy.

1. Discuss the need for a coalition of forces.
2. Make a decision as to whether or not to form a coalition.
3. If yes, determine how to organize the coalition.

a. Statewide structure only

1) State committee composed of a representative from each group which is a member of the coalition.
2) Information flow from state-wide leaders to representatives from each organization.

b. State and regional structure

1) Organization

a) State committee composed of representatives from each member group, and regional contacts (county, multi-county, city) contacts
b) Regional committees composed of members of groups belonging to the state coalition, members of local groups, interested individuals

2) Communication System

a) Information flow

1. State chairpeople will contact designated representatives from each member group. (If there are co-chairmen, they may wish to divide the list of contact) and each regional contact (in some cases these may be one and the same)
2. State and regional representatives will contact members of their groups (need to determine whether both need to contact their members as this will result in some people being contacted twice)

b) Methods

1. Meetings (These are particularly valuable in your organization stages in order to educate members about the Coalition and about your legislation. It will be difficult to educate legislators if supporters don't understand the issues and legislation.

2. Written

a. Newsletter to all members
b. Memos/alerts to key contacts

3. Telephone network (During legislative session when quick action is necessary this is vital).

4. Be sure that you have an effective method of communication so that members receive continual feedback on the current status of legislation and so that you can activate your troops quickly!

4. Choose Leadership

a. Persons who are willing and have time to **work.**
b. Persons who have some organizational ability (Know how to call and run a meeting, organize an agenda, write clear messages, communicate effectively)
c. Persons who have some resources available to them (paper, printing equipment, mailing supplies, etc.), unless the group has identified their own resources

5. Issue a press release about the formation of the Coalition, the leadership, and the issues which the organization will address.

F. Identify the resources available to you prior to and during the legislative session:

1. Legislators who are sympathetic to your cause

a. Those who already plan to introduce legislation
b. Those who may be willing to introduce such legislation if approached
c. Those who have positive voting records in your area of interest

2. Legislative Council or legislative staff of sympathetic legislators (these people can be very helpful and often are the ones who make recommendations to legislators as to how to vote; they also write much of the actual legislation.)

3. Other sources in your state which may be helpful to you in tracking legislation (League of Women Voters, staff in key state offices, Governor's Commission of the Status of Women, etc.)

G. Plan a strategy for getting your legislation passed

1. If you plan to request that a legislator initiate legislation on your behalf, be sure that you determine the final date for "reserving a title" for the legislation; i.e., announcing intention to introduce legislation. In some states this date is prior to the opening of the legislative session.

2. If you are able to see the legislation before it is typed up, you may be able to have some influence on the initial language (Legislative Council staff and/or legislative aides will be helpful here).

3. Once your legislation is introduced, determine what committee(s) will review it (all legislation is reviewed by one or more committees before it actually goes to the floor; lists of the committees and their members are usually available from the Secretary of State's office; the League of Women Voters can be helpful here, too).

a. Determine through the resources identified in (D) plus your own knowledge

1) The general stance of the Committee in relation to children's (or human/social service) issues
2) Key legislators on the committee and their position
3) Position of all committee members (however, reaching the Chairman and a few key legislators may be most effective).

b. Develop strategies to reach and influence committee members who are neutral and/or negative

1) Use friendly committee members to help you move most effectively (what to emphasize with whom, how hard to push, when, etc.).
2) Urge every member of your coalition to write letters to the Committee members not only to voice support but to educate them about the bill in general (need, how passage will effect state and legislators' local community)
3) Identify, if possible, coalition members from committee members' districts who can call and/or personally talk with their legislators.
4) Urge other supportive legislators who are not on the committee to talk with committee members

c. Determine if the Committee is going to hold a hearing (often if there is either support and/or controversy, the Committee will hold a public hearing)

1. Get a large group of people to attend the hearing, even if all the supporters do not speak
2. If possible organize beforehand so that:

a) There will be representatives from a variety of groups to speak
b) All key points are touched upon
c) There is not a lot of duplication of some material with other points not being covered at all
d) Have copies of your testimony available so that Committee members can read it again later

3. NEVER FORGET YOUR PARENTS! They can often influence a legislator more quickly than anyone else. After all, we're talking about their children.

d. Be vigilant:

1. Once your legislation is referred to a committee, you may have only a few days to act as there is often no schedule as to when bills will ne discussed, esp. if there is no public hearing.
2. Don't expect legislators to call you. You must call them for possible schedules, etc.
3. Never rest. One day lost, you may lose your legislation.

4. If your bill is reported out of committee, determine whether it will:

a. Go to another committee (If so, follow same procedure)
b. Go to the floor for final action.

1. Try to determine what general support there is within the legislature
2. Use your Coalition organizational structure to garner support by writing and/or calling local legislators; (this should be going along throughout the session so that legislators are aware of and are educated about the bill by the time it reaches the floor.)

5. If the bill is passed, follow the same procedure for the other body; all bills go either from the House to the Senate or from the Senate to the House.

6. After passage by both House and Senate, the bill goes to the Governor for his signature. It is well for you to urge the Coalition to write to the Governor, also.

7. If you are broad-based, well-organized, and vigilant, you should be successful. REMEMBER:

a. Legislators have to be re-elected and they do respond to their constituency.

b. Legislators have to vote on a large number of issues and they cannot be experts on all issues. Many legislators are not **against** children and children's issues, they are **uneducated** about them.

c. Don't forget to write letters of appreciation to your legislators once they have supported your bill. Legislators also like praise as well as criticism.

(Editor's Note: This strategy was actually utilized by the Vermont Coalition on Child Care in 1973-74 in the successful passage of a Bill creating an Interagency Council for Child Development).

NATIONAL ORGANIZATIONS

1. **Child Welfare League of America [CWLA]** — 1145 19th Street, N.W., Washington, D.C. 20006. A federation of public and private child care agencies with a membership of roughly 300 agencies whose common cause is seeking to raise the standards of child care.

2. **Children's Defense Fund [CDF]** — 1520 New Hampshire Ave., N.W., Washington, D.C. 20036 (202-483-1470). A national non-profit organization which is designed to provide systematic and long-range advocacy on behalf of children.

3. **Coalition for Children and Youth** — 815 15th St., N.W., Washington, D.C. 20005 (202-347-9830). A coalition of organizations which was formed to serve as mobilizer and informational clearinghouse for all individuals and organizations concerned with our nation's children.

4. **Council for Exceptional Children [CEC]** — 1920 Association Drive, Reston, Virginia 22091 (703-620-3660). Only major professional organization in the United States whose concern focuses on the needs of all handicapped and gifted children. Membership is organized into state federations and local chapters. CEC includes a division of Early Childhood Education.

5. **Day Care and Child Development Council of America [DCCDCA]** — 622 14th Street, N.W., Washington, D.C. 20005 (202-638-2316). A national non-profit child advocacy organization whose major purpose is to promote the establishment of a coordinated network of comprehensive quality child care programs.

6. **ERIC/Early Childhood Information Clearinghouse** — University of Illinois, Urbana, Illinois 61801. A national information system supported by the National Institute of Education. It is composed of 17 Clearinghouses, each one focusing on a particular area of interest. There is an Early Childhood Education clearinghouse which collects and evaluates documents on early childhood education and development.

7. **League of Women Voters of the United States** — 1730 M Street, N.W., Washington, D.C. (202-296-1770). A voluntary organization of female citizens 18 years of age or older comprised of 50 state leagues and 1300 local agencies whose major purpose is to promote political responsibility through "informed and active participation of citizens in government". Local and state chapters of the League provide one of the best sources of information re: legislative processes of any particular state.

8. **National Association for Child Development and Education [NACDE]** — 500 12th Street, S.W., Suite 810, Washington, D.C. 20024 (202-484-0140). A national organization which represents the interests of proprietary providers of child care.

9. **National Association for Retarded Children [NARC]** — 1522 K Street, N.W., Washington, D.C. 20005 (202-785-3388). An association composed of parents, professional workers and volunteers concerned with mental retardation. It attempts to bring to the public's attention and specifically to the parents of mentally retarded children the programs, services and benefits available to them from the government.

10. **National Association for the Education of Young Children [NAEYC]** — 1834 Connecticut Ave., N.W., Washington, D.C. 20009 (202-232-8777). A national non-profit, membership organization whose major purpose is the provision of educational services and resources, and professional guidance and consultation in the field of early childhood education.

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